**Multiple Intelligences**

**Chapter one**

In chapter one of *Multiple Intelligences* we learn about what multiple intelligences mean and how they came to be. Intelligence was once measured by one specific test and only measured certain aspect that were deemed to gauge a person intelligence. However it is true that there is not just one type of intelligence, there are many, at the moment eight to be exact. Each of these intelligences all have the same validity and one is not better than the other. It is important to understand the differences in these types of intelligences.

By knowing if a student has a high intelligence in linguistic or spatial, it helps understand what is going to work best for a student in the classroom. While the intelligence does not always correlate to learning style, it would help a teacher understand why a student may excel in writing an essay, but not excel in group work. However if a student is very high in musical and very low in logical, this does not mean that they are incapable of learning things such mathematics. They just perhaps need a different way of learning it than the traditional way.

A teacher must understand all eight intelligences and must be willing to accept that every student is going to be different in their intelligences, thus a teacher must accommodate the classroom to ensure that every student is getting the most out of lesson. Differences must be embraced and taken into consideration with every aspect of the classroom. Without this careful consideration it is setting some students up to not succeed to their highest potential.

**Chapter two**

Chapter two of *Multiple Intelligences* we learn the importance of knowing our own intelligences and understanding them. From a teachers perspective it is imperative that we understand ourselves and how our minds work before we can effectively help a student. By learning about ourselves first we are able to then understand our strengths and our weaknesses. We are than able to assess how we will able to accommodate for all the different types of intelligence that will be in our classrooms.

It is also our job as educators to nurture student’s intelligences and be sure not to hinder them. If a student cannot sit still in class, instead of disciplining them and forcing them to sit still, you can incorporate ways that students will be able to move around while continuing to learn. While nature does play a role in intelligences, for example I have a low intelligence in musical, even with nurture from the education system and parental support. It is just not in my nature to be musical. However with mathematics, while nature did play a role, my intelligence in logical is due largely because of nurture. My mother also has a high intelligence in logical, and we spent a lot of time playing logic type games. Also in school I was given the opportunity to take many classes that required logical thinking.

Knowing my strengths and weaknesses when it comes to intelligence will help me in the classroom because I already know what areas I may need help in. While it will not be easy for me to incorporate things such as linguistic or musical in my classroom, knowing this previously will allow me to prepare properly and ask for help from various resources to ensure all students can excel in my classroom.

**Chapter three**

In Chapter three of *Multiple Intelligences*, we find out ways that would best help us determine the intelligences of students. Observing, rather than testing, is a much better way to determine a student’s strengths and weaknesses in the classroom. While a test could provide some insight into what intelligences are dominant in a student, it can also result in some false results. Students can easily mark down what they think, or what they want, the test to yield. By observing the students it provides a much better idea as to what students are really interested in. This is especially true further into a school year, once students become comfortable within the classroom. They then truly become themselves and a teacher can truly see what works best for students.

Asking previous teachers, especially if a teacher is new to a school and does not know the students yet, can be extremely helpful. A teacher can get insight into what students like and what their background is, they may have knowledge of students learning styles and can give helpful advice. Above all they can sure what kind of supports a student may need, like needing hands on active activities, or if a student has trouble with talking out of turn and may need to be able to express themselves verbally and frequently.

Engaging students can also be very helpful for a teacher. This way students can talk about passions that they have and even what works for them. In the math classroom students can express what they like and dislike in the classroom. Some students may not like long instructional lectures and need more creative activates. Students will be able to communicate this with the teacher and ultimately help the teacher so they can help the student.

**Chapter four**

In chapter four of *Multiple Intelligences* emphasis is put on the students input. By teaching students what the intelligences are they will be able to identify with them and understand which one works best for them. While it may not be possible, especially in a math classroom, to spend a lot of time on the intelligences, I think it is important that students understand what they are and how they apply to them. By asking the students where they think they fall and what they think they need it gives them a new perspective. Where they are used to teachers constant telling them what they need, they now have the chance to instead say what they need. This allows students to reflect on themselves and truly think about what they need and what is going to work for them.

Of course if a teacher does take the time to learn the student’s different intelligences, they then also need to back them up. It is not enough to just know what works for the students, teachers than need to actually incorporate this into the lesson. By having this interaction and by teachers actually following through with it, it provides a sort of trust between the student and the teacher. It shows the student that the teacher is listening and truly wants them to succeed. This in turn could result in a student trying harder in a class because they know that the teacher cares is doing everything they can to help the student.

**Chapter ten**

In chapter ten of Multiple Intelligences, we look at fully following through with teaching with multiple intelligences in mind. It is wonderful if a teacher creates a great lesson with all the intelligences in mind. However if a teacher does not then incorporate any differentiation when it comes to assessment of the material, they are not helping their students succeed. Teachers need to make sure that when they are teaching with multiple intelligences in mind, they fully follow through with the process. While it would be wonderful if a teacher could create a different test for each student that has a different dominant intelligence, this likely cannot happen. Instead a teacher should focus on having some different options for students to choose from, rather than a traditional test. The main idea is that as a teacher you cannot teach students taking into account the intelligences, and then hand them a traditional test and expect them to do well. While students have most likely retained the information better due to the teaching style, it is not fair to then ask students to prove their knowledge with a standardized test or traditional test.

In my classroom there are different options that I can choose to assessing my students. Rather than taking a traditional test, students can choose to make a creative piece, or write a paper explaining their knowledge. They could make a video showing their knowledge or could lead a discussion on the topic. There are many ways that students can prove the understand material, and by allowing students to demonstrate their knowledge in different ways students are more likely to achieve success.